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ABSTRACT

The teaching experiences of 25 student teachers of secondary social studies from Towson State University, Baltimore, Maryland, were investigated to determine if and why they were valuable experiences. Three kinds of data were compiled and evaluated during the ten-week student teaching experience. Student teachers kept records of their daily experiences and reactions in the classroom; supervising teachers and student teachers completed questionnaires; and an on-site observer watched, listened to, questioned, and noted classroom activity. The major finding indicated that student teachers became significantly more custodial toward pupils during their classroom experience. Pupil control was equated by the supervisors with ability to teach. Student teachers were evaluated on control of the classroom rather than for conveying the subject matter, getting pupils involved, or helping students develop concepts and skills. Also, positive evaluations were written about teaching behavior, even though supervisors spent little time observing student teachers. Thus, it was determined that student teachers learned how to control pupils and model after their supervisors, but not how to effect teaching methods learned in their teacher education programs. Recommendations are made for making the student teaching experience more positive, such as rewriting evaluation forms to demand more observation by supervisors of teaching behavior. Appendices contain the questionnaires and log forms. (ND)

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Social Studies Student Teachers - What Do They Really Learn?

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SO009710

SOCIAL STUDIES STUDENT TEACHERS - WHAT DO THEY REALLY LEARN?

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"It is a far, far better thing I do than I have ever done," might well express the sentiments of students as they leave the college or university to become student teachers. To the students, and to those who work with them in teacher education programs, student teaching is almost universally accepted as "far, far better" than what has preceeded on the college campus. This, the field experience, is IT! For the students, rumor has it, college course work was an evil to be tolerated in order to reach the really important zenith of the program, student teaching. Upon completion of the experience, those who have made it (and failure in student teaching is highly unlikely) might then say (with my apologies, as for their earlier quote, to Dickens), "It was the best of times, it was the worst of times; it was the age of wisdom...it was the season of Light, it was the season of Darkness, it was the spring of hope, it was the winter of despair, we had everything before us, we had nothing before us, we were all going to Heaven, we were all going direct the other way." In evaluating this crucial experience, the "graduates" might well insist on using superlatives.

Traditionally there has been widespread agreement that student teaching is valuable, but there has been little investigation of why it is valuable (if it is!), little attention paid to appraising the results of the experience, and almost no exploration of the on-going experience. There are studies of the changes that occur in student teachers' attitudes, but little in the way of explaining why and how these changes occur. The available studies offer contradictory findings as to the effects of student teaching.[1] There is even some question as to whether or not student teaching actually serves to socialize student teachers into the subculture of the schools.[2] Little has been done to examine the student teaching experience as an entity qualitatively different from all that came before and from all that will follow. We have tended to continue the operation of student teaching programs on the basis of assumptions rather than evidence. Research findings have been available that might have led to examining our long-held assumptions. Previous investigators have reported that: student teachers become more custodial and less humanistic after spending time in schools (as, analogously, do regular teachers); attitude trends developed during earlier teacher education courses are reversed;[3] compared to the processes of and attention to socialization in other professions and semi-professions, there is little of similar nature in teacher education, except - and this the result of student teaching - to encourage conformity.[4] Several writers, a minority to be sure, have been even more pessimistic about the outcomes of student teaching. According to Charles Silberman (1971), "Even student teaching [as is the rest of teacher education] is dismal."[5]

Is student teaching the best of times? the worst of times? do student teachers head for educational Heaven? the other way? What does happen to student teachers, and, just as importantly, how/why does it happen? What are some likely results in terms of effects on the classroom teaching that will follow? What follows has been selected by the investigator as being of interest and challenge to those who wish to know more about the impact of student teaching on one rather "typical" group of student teachers who were part of a rather "typical" teacher education program.

A Brief Description of the Design of the Study

With a "methods" course and pre-student teaching questionnaires behind them, plan books and instructions from the university and the investigator in hand, twenty-five students set out for the "real world" of the secondary schools. Except for the unusual proportion of males to females, twenty-three to two, and the above average age of two of the males, the group was similar to other groups of students with whom the investigator had worked. The schools and the supervising teachers to whom they had been assigned appeared to be fairly representative also - no better, no worse.

At this time the supervising teachers were contacted concerning participation in the research and were asked to return several forms. (Twenty-four of twenty-five did so.) From the first week on, throughout the ten week experience, student teachers compiled and forwarded "logs." All students returned for several group sessions

on campus. They completed questionnaires again at the end of the experience, as did the supervising teachers. Meanwhile, the investigator regularly visited a group of eight students who had been selected, along with their supervising teachers, as subjects for a field/observational component of study. Because socialization and processes were considered critical to the study, procedures for the collection and analysis of qualitative data were in the ethnographic mode. As an on-site observer, the writer looked, listened, questioned and noted. The data provided by the Student Teaching Logs proved to be extremely revealing as to who or what were acting as agents of change and in suggesting ways in which such agents made their impact felt by the student teachers. At the end of the ten week student teaching experience, a tremendous amount of data, quantitative and qualitative, had been amassed.* From the serendipitous findings alone, a lengthy report could be made. For the purposes of this paper, I have reported only a limited number of findings and conclusions and have dealt only with the pupil control component. There is no attempt to generalize to all secondary social studies student teachers, or to suggest that under different conditions, students will change in the same ways and/or be affected by the same forces.**

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*For samples of data collecting instruments, tables, reporting of field observations and interviews, the interested reader is referred to the unpublished dissertation, "The Impact of Student Teaching on Attitudes and Behaviors Relating to Pupil Control and Teacher Authority for a Group of Secondary Social Studies Student Teachers," Cecelia H. Fink, University of Maryland, 1975.

**In fact, in the full report, it was suggested that changing the environment in which the field experience occurred was a major consideration for those desiring a change in results and processes.

Some Highlights of Findings and Conclusions

Few who teach at any level would question the need for pupils to be under some form of control - self and/or externally imposed - in order for instruction and learning to occur. Survival - teacher and system's - require that there be rules generally understood and honored. Thus, when the investigator studied the question of pupil control, it was certainly not with any intent to suggest that all controls are unnecessary. (With Ausubel, one might agree that we know only that authoritarian discipline has certain undesirable consequences; we do not know that laissez-faire permissiveness has desirable ones.) Of concern was how pupil control would come to be viewed and practiced as a result of student teaching.

All signs indicated that these student teachers became significantly more custodial, that they viewed their supervising teachers as significantly more custodial than the supervising teachers' scores indicated that they were, and that they behaved in ways congruent with their newer attitudes as opposed to those previously held.

I believe that the changes may have been even more profound than quantitative data alone would indicate. Judging from conversations and log entries, increased custodialism occurred quite early for many and remained fairly constant after that time. In addition, there was consistent evidence that where students had control problems and/or in schools where pupil control was generally considered a major problem, pupil control became the means and the ends. Such goal displacement was evident not only in student reports, but in the kinds

of teaching and planning noted. Teaching strategies, indeed entire lessons, were planned to avoid problems with discipline. Such planning occurred under the direction of and with approval of supervising teachers for whom the methods "worked," that is, they kept the kids quiet. Many students expressed concerns about the limited authority and prestige that accompanied their positions. It is likely that the position itself - neither completely subordinate nor superordinate - was detrimental to developing less custodial attitudes and behaviors. Student teachers cannot afford the risk of losing control!

The student teachers were surrounded by teachers and administrators who often equated the ability to maintain order with the ability to teach. Teacher talk focused typically on behavior problems, pupils who misbehaved, and how teachers prevented or punished undesirable behavior. I found no case of a student being encouraged to relax or ease up on controlling behaviors. The gripes that the neophytes heard (and they were inundated with such gripes) were apt to be gripes against administrators and parents who were unwilling or unable to make the kids behave. No student or experienced teacher complained that parents or administrators were not teaching the kids history, how to read maps, or how to think.

Because the experienced teachers constituted highly important significant others, it is little wonder that the students soon accepted ideas and practices that they had earlier, at the intellectual level at least, appeared to reject. Pupils appeared also to be significant others for these student teachers. From pupils, the apprentices learned much of what they did learn about teaching and controlling.

Unfortunately for the interests of theory about "good"instruction and humanistic education, the pupils had long ago learned to accept roles and behaviors the way they were "spozed" to be,[6] that is, they too knew that schools operated along authoritarian lines and that deviant behavior was what the school said it was. Deviance would be punished by mutually understood punitive actions. Thus, although there was little or no remediation as a result of using "tried-and-true" methods, pupils gave the appearance of having learned their lessons. Pupils in this fashion, helped prove the educational theorists "wrong," and served to reinforce the value of custodial behaviors. Conversely, pupils not accustomed to less rigid educational practices were often unable to handle the "goodies" being offered them; their resultant misbehavior was further evidence that the university ideas had been unrealistic and that teacher wisdom was really learned in public school, not university, classrooms. Student teachers used whatever worked, settling for short-range order rather than long-range solutions.

For this group of student teachers, pupil control came to be the single most important tangible criteria on which their prowess was evaluated. Student teachers were satisfied that they were doing well, they began to feel like teachers, when they were trusted to maintain order on their own. The importance of independence in feeling like a teacher will come as a surprise to no one; we all feel relieved, competent and flattered when the boss goes away leaving us with full responsibility. However, in the case of these student teachers, there was no evidence that the boss went away on the basis of any demonstrated competency

other than the ability to control the class. There was not a single piece of data that indicated that independence was given as a result of knowing and conveying the subject matter, or getting pupils involved, or helping pupils to develop major concepts or skills or any similar instructional competency. Some teachers did require that they be given a lesson plan before leaving students on their own (and even this was not a universal standard), but the big reward, i.e., independence in the classroom, was proffered when the supervising teacher felt that it was safe to leave, and safety was synonymous with control over student behavior. Further, and this will sound familiar to those who have worked in buildings where there were student teachers, many supervising teachers stayed fairly close initially, walking past or standing in nearby hallways. The observer of this kind of "supervision" might well ask, "What is being observed? What can an off-site supervisor really evaluate? help a student teacher to improve?" It is difficult to answer in terms other than those that have to do with noise level, i.e. how well pupils are behaving.

Having been rewarded throughout the student teaching experience for the ability to maintain control, student teachers were given their final reward from school personnel with whom they worked when evaluations were completed.* Positive evaluations were written commending student teachers for having displayed competencies in a variety of teaching behaviors that would make for effective secondary social studies

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*One student dropped out early; he reported that he could not understand or handle the pupils. One student completed the experience, but was failed. He had discipline problems throughout the field experience and was the only student whose control problems increased throughout the time spent in the school.

instruction. However, as one who was in the schools quite a bit, visited in and out of classrooms, read the logs that students themselves had written and discussed with students the kinds of things they were doing, I found it very hard to know on what basis the evaluations had been written. In order for the evaluations that were written to have had the kind of validity that would be desirable in such important documents, the supervising teachers would have had to spend much more time in the classrooms than most did, they would have had to use different approaches to planning, observing and critiquing classroom performance than they did.* No supervising teacher kept the kind of records that would have provided evidence that a student teacher had demonstrated a specific competency in teaching social studies. We might conclude that the supervising teachers assumed effective teaching had occurred when pupils behaved. (Do they not use the same criterion for weighing their own performance?) Further, it became quite evident that when the affective relationships in the dyad were strong and positive, the shortcomings of the student tended to be forgotten if they had been noted. The student teacher who was liked in the school could do little if any wrong.

Why did student teaching have the impact it did on this group? Some answers to this question have been suggested, at least implicitly,

*It is important to note that these comments are not to be construed as reflecting negatively on these supervising teachers. In the full discussion in the dissertation, the problem of evaluation is discussed at length and the investigator concluded that the problems were inherent in the total system of evaluation and in university-school relationships in the student teaching program as it exists.

in the discussion above, but the "why" deserves perhaps a further look. Because student teaching occurs in the setting of the "real world" of schools, students must learn quickly how to survive in what many experienced professionals around them perceive of as a hostile environment: for many teachers, in many schools, pupil control is an end in itself and neophytes learn that they must conform to the values and mores of those whom they wish to join. Because pupil control is often the only thing on which teachers agree, an "integrative theme," talking and acting like these teachers becomes the ticket of entry into the union.[7] In addition, pupils in fact frequently misbehave and further encourage custodial, even punitive, behavior, which may appear, in turn, to bring about the desired results. Finally, being in control, being able to achieve that most desirable state of affairs when the pupils are, judging by all external signs, behaving themselves, leads to a heady feeling of really being a teacher. The feeling is confirmed as valid; the experienced teachers reward with the greatest gift at their disposal - they leave the student teacher alone.

Some Further Conclusions

I do not intend to imply that all of student teaching for all of these students resulted in what might be identified, from the perspective of those in teacher education in the colleges and universities, as negative learnings. As a result of the field experience, students do learn about and do many things that could not be learned on campus; there are values in serving an apprenticeship with a master. However, in regard to pupil control, the negative

seems to outweigh the positive. Some might argue that what the student teachers learned in the schools is what really needed to be learned, that what those in higher education were teaching/preaching was unreal. However reasonable though the argument seems I would raise several questions in response: if the control strategies learned were really effective ones, why does discipline remain the single greatest cause for beginning teacher dropout? If what students get from student teaching is what they need, why is there so little improvement in control and/or instruction from one year's crop of newcomers to another's? Finally, and at the risk of being charged with approaching problems of pupil control too simplistically,* if the control methods practiced have any real value, (kids have been standing in corners, staying after, and writing sentences for generations) should there not have been some positive results, at least in dealing with problems that are primarily school related?

Going beyond the direct findings, but based still on a wealth of evidence, the author has drawn several conclusions that were not included in the original study. I earlier asked, "What are some likely results [of the student teaching experience] on the classroom teaching that will follow?" The fixation on controlling pupils that is reported above is just one of the complex reasons why the author is not optimistic about the answer to the question. Unless conditions

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*The writer is well aware that problems involving pupil behavior are not the problems of the school alone and that a great number are symptomatic of problems in the larger society. It is recognized too that despite the fact that the schools are faced today with more serious types of problems from many more youngsters than ever before, the schools are receiving little aid from other sources.

in the future can bring about drastic attitude and behavioral changes, the classrooms in which these neophytes will teach will be far removed from the kinds of classrooms envisioned by those who write about desirable secondary education and/or desirable social studies education. Students attempted, when observed by a college/university person, to use techniques they had discussed in methods classes, but there was evidence that such teaching was the exception rather than the rule. Some few students attempted to teach in the mode of the "New Social Studies," but they needed far more support and guidance, if their attempts were to be successful. Some supervising teachers indicated that they had some knowledge about teaching in other than a didactic fashion, but they did not have the expertise and/or the commitment to other instructional patterns to use such methods consistently and effectively. We need not consider changing the instruction in social studies to find strong evidence of the schism between theory and practice. Even in areas where there was little disagreement about the desirability of an educational practice, there was little evidence that what was being done was effective. For example, all students and supervising teachers had received instruction in helping pupils in reading, and lessons were sometimes planned (and taught for the investigator) to improve reading skills. I observed no lesson in which such skill development received more than cursory attention despite the stated intent; student teachers were "going through the motions."

In fact, and it is distressing to conclude, that much of student teaching, behavior modeled by the experienced and that practiced by the neophyte, does consist of going through the motions. If this conclusion is correct, there is little likelihood that these student teachers as teachers in the future will be teaching any more effectively than those who have preceded them.

Summary Recommendations:

These recommendations are written from the perspective of one involved at the university level, but every attempt has been made to base such recommendations on data-supported findings and carefully considered conclusions:

(1) Greater cooperative planning, teaching, setting of objectives and criteria, and evaluation is essential. (Student teaching literature is replete with discussions of cooperative programs, but like the weather, everyone talks, no one does much.)

(2) Supervising teachers' roles and status must be reconsidered and revamped to give greater attention to the teacher educator aspect of their jobs. These very important people need instruction in what might be called the "sociology of education" so that they are better able to understand their roles as socializers and inductors. They need to work cooperatively with all other involved university personnel in the pre-field portion of the teacher education program and to be in much closer contact with those who teach the "theory" courses and those who supervise.

(3) Since attitudes and behaviors not deemed desirable by the university are developed in school settings that seem to emphasize the negative, it may be that student teaching ought to be done, at least initially, in a more controlled environment. Since kids who are "bad," teachers who are punitive, and schools where pupil control is the integrative theme breed custodialism, it might help neophytes to develop and internalize more positive attitudes and behaviors if they had a less threatening start.*

(4) Students might be taught to be more introspective about their experiences and to use educationally sound criteria for self-evaluation. They need to be able to discriminate between teaching and going through the motions.

(5) Implicit in most of the other recommendations would be the recommendation that the evaluation processes and instruments used be drastically restructured. Pupil control might well have taken over its position by default.

(6) The final recommendation may sound far-fetched, but maybe our hopes reside in such a long shot. If pupils are significant others, if they do "teach" teachers how to behave, then we might make use of their services and availability. Pupils teach without quite knowing they do. They know little of Education's

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*Note that the terms "initial" and "start" are used. This recommendation made here does not negate the need to provide very real experiences in less than Utopian environments, but exposing students to a crueler real world might be better done after they have learned control as a means, not an end, and are able to appraise effective teaching vis-a-vis instructional rather than control criteria.

purposes and might even question that we had any that are worthwhile. They know how and when to turn on and off; they are quite sophisticated about reward and punishment; they are the cause of everything else that follows. Perhaps then, considering their numbers and power, the pupils could be made active partners in teacher education, knowingly helping neophytes to discriminate between the effective and ineffective, between ends and means, between teaching and going through the motions.

A Final Word

To the subjects of this study, student teaching appeared to be the best of times: they gained confidence; all but two survived; most thought they had done well (superbly?); they believed they were prepared to bring light and hope to secondary social studies teaching; they had everything before them! The investigator, who would have been delighted to have reached similar conclusions, is far less certain that these neophytes are going to educational Heaven. It is to be devoutly hoped that the other way is yet avoidable!

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See also related writing on socialization, particularly Amitai Etzioni on semi-professions and Handbook of Socialization Theory and Research. Chicago: Rand McNally and Company, 1971.

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Appendix A

FORM I - SUPERVISING TEACHER

PERSONAL INFORMATION FORM

Name: _____

School Name and Location: _____

_____

Grade(s) taught presently: _____

Subject(s) taught presently: _____

Number of years teaching experience including the present year: _____

Educational Institutions attended (start with most recent):

College/University	Dates	Degrees
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Previous experience, if any, with student teachers -- number, dates, place, and other related information.

_____

_____

_____

STUDENT TEACHER PERSONAL INFORMATION FORM - FORM I

Name _____ Date _____

Address _____

Phone _____

Date of Birth _____ Place of Birth _____

Marital Status _____ If applicable, number and ages of children _____

Community in which you have lived the longest _____

Educational Institutions attended (begin with present and go back through high school)

Institution	Location	Dates	Diploma/Degree

Work experience related to teaching and working with adolescents

Type of Work	Where	Dates

Work experiences not related to teaching

Type of Work	Where	Dates

Hobbies, special interests, extra-curricular activities

_____

_____

_____

Form II - Supervising Teacher

This is an informal survey intended to elicit your spontaneous ideas. Please feel free to respond informally in any form that is easiest and least time consuming for you.

1. What do you believe are the most important things for a student teacher to learn?

2. How do you think a student teacher can be helped to feel like a teacher?

3. What kinds of experiences do you believe are most important for student teachers to have during student teaching?

4. What do you think are the main characteristics of a "good teacher"?

5. What are the main characteristics that you would associate with a "good class"?

6. Suggest any areas in which you feel that our present student teaching experiences do <u>not</u> prepare one to teach in the real world of schools.

FORM II - STUDENT TEACHERS

Name _____

Student Teacher Placement

School	Grade(s)	Subject(s)
_____	_____	_____

Please respond to the questions below as fully and thoughtfully as you can. You are assured that your responses on this questionnaire, as for all other questionnaires that are being used, will be held in confidence. No names will be used in any report of the study and nothing you say will be in any way related to your evaluation in student teaching.

1. How did you happen to choose teaching as a career?

2. What aspects of teaching do you feel you will like best?

3. What aspects of teaching do you think you will like least?

4. What do you think are the main characteristics of a "good teacher"?

5. What characteristics do you associate with a "good class"?

6. What are some of your strengths that you think might serve you well in student teaching?

7. Are there any weaknesses that you might have to overcome in order to succeed in student teaching? Explain.

8. To what extent do you believe that you will have freedom to make decisions during student teaching?

9. In what kinds of ways do you believe your supervising teacher can be most helpful to you?

10. Do you have any major anxieties about student teaching?

11. What do you think ought to be the major objectives/outcomes of the student teaching experience?

FORM III

Information

Following a number of statements about teaching are presented. Our purpose is to gather information regarding the actual attitudes of educators concerning these statements.

You will recognize that the statements are of such a nature that there are no correct or incorrect answers. We are interested only in your frank opinion of them.

Your response will remain confidential, and no individual or school will be named in the report of this study. Your cooperation is greatly appreciated.

Instructions: Following are statements about schools, teachers and pupils. Please indicate your personal opinion about each statement by circling the appropriate response at the right of the statement.

PART A

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. It is desirable to require pupils to sit in assigned seats during assemblies.	SA	A	D	SD
2. Pupils are usually not capable of solving their problems through logical reasoning.	SA	A	D	SD
3. Directing sarcastic remarks toward a defiant pupil is a good disciplinary technique.	SA	A	D	SD
4. Beginning teachers are not likely to maintain strict enough control over their pupils.	SA	A	D	SD
5. Teachers should consider revision of their teaching methods if these are criticized by their pupils.	SA	A	D	SD
6. The best principals give unquestioning support to teachers in disciplining pupils.	SA	A	D	SD
7. Pupils should not be permitted to contradict the statements of a teacher in class.	SA	A	D	SD

	Strongly Agree	Agree	Disagree	Strongly Disagree
8. It is justifiable to have pupils learn many facts about a subject even if they have no immediate application.	SA	A	D	SD
9. Too much pupil time is spent on guidance and activities and too little on academic preparation.	SA	A	D	SD
10. Being friendly with pupils often leads them to become too familiar.	SA	A	D	SD
11. It is more important for pupils to obey rules than that they make their own decisions.	SA	A	D	SD
12. Student governments are a good "safety valve" but should not have much influence on school policy.	SA	A	D	SD
13. Pupils can be trusted to work together without supervision.	SA	A	D	SD
14. If a pupil uses obscene or profane language in school, it must be considered a moral offense.	SA	A	D	SD
15. If pupils are allowed to use the lavatory without getting permission, the privilege will be abused.	SA	A	D	SD
16. A few pupils are just young hoodlums and should be treated accordingly.	SA	A	D	SD
17. It is often necessary to remind pupils that their status in school differs from that of teachers.	SA	A	D	SD
18. A pupil who destroys school material or property should be severely punished.	SA	A	D	SD
19. Pupils cannot perceive the difference between democracy and anarchy in the classroom.	SA	A	D	SD
20. Pupils often misbehave in order to make the teacher look bad.	SA	A	D	SD

PART B

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Teachers should follow the instructional guides provided by the school district.	SA	A	D	SD
2. A teacher's decision on grading a pupil should not be changed.	SA	A	D	SD
3. Teachers usually prefer administrators who exercise strong authority.	SA	A	D	SD
4. Teachers should be free to teach any content within their subject area that they feel is suitable.	SA	A	D	SD
5. Administrators have too much authority in schools.	SA	A	D	SD
6. An individual teacher is just about powerless to bring about change.	SA	A	D	SD
7. Schools could function as well without administrators as with them.	SA	A	D	SD
8. Teachers should feel free to use any methods of instruction that they feel suited to their classes.	SA	A	D	SD
9. Principals should follow administrative guides provided by the school district.	SA	A	D	SD
10. Most teachers are satisfied with the amount of autonomy that they have within the school system.	SA	A	D	SD
11. Schools must have clear-cut lines of authority if they are to function.	SA	A	D	SD
12. Teachers can have more influence on decision-making in schools than they think they have.	SA	A	D	SD
13. Teachers who are frequently critical of the administration weaken the system.	SA	A	D	SD

	Strongly Agree	Agree	Disagree	Strongly Disagree
14. A teacher who attempts to do things differently will probably be criticized by his/her peers.	SA	A	D	SD
15. Teachers have a considerable amount of freedom in their own classrooms.	SA	A	D	SD
16. Changes in the educational program of a school should not be made without approval of teachers.	SA	A	D	SD
17. Teachers should enforce rulings from the administration of the school.	SA	A	D	SD
18. Sometimes a teacher must do something he does not believe in for the well-being of the school.	SA	A	D	SD
19. Teachers should participate in the selection of their own administrators.	SA	A	D	SD
20. School systems have the right to require loyalty oaths.	SA	A	D	SD

FORM III-A-R

Information

Following are a number of statements about teaching that you have seen previously. As you select your responses this time, however, please note that you are being asked to respond, not for yourself, but as you feel your supervising teacher would respond. Please respond frankly. All responses will remain confidential.

Instructions

Following are statements about schools, teachers and pupils. Please indicate your opinion as to how you believe your supervising teacher would respond to each item by circling the appropriate letters at the right of each statement.

I BELIEVE THAT MY SUPERVISING TEACHER WOULD SAY THAT:

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. It is desirable to require pupils to sit in assigned seats during assemblies.	SA	A	D	SD
2. Pupils are usually not capable of solving their problems through logical reasoning.	SA	A	D	SD
3. Directing sarcastic remarks toward a defiant pupil is a good disciplinary technique.	SA	A	D	SD
4. Beginning teachers are not likely to maintain strict enough control over their pupils.	SA	A	D	SD
5. Teachers should consider revision of their teaching methods if these are criticized by their pupils.	SA	A	D	SD
6. The best principals give unquestioning support to teachers in disciplining pupils.	SA	A	D	SD
7. Pupils should not be permitted to contradict the statements of a teacher in class.	SA	A	D	SD

8. It is justifiable to have pupils learn many facts about a subject even if they have no immediate application.	SA	A	D	SD
9. Too much pupil time is spent on guidance and activities and too little on academic preparation.	SA	A	D	SD
10. Being friendly with pupils often leads them to become too familiar.	SA	A	D	SD
11. It is more important for pupils to obey rules than that they make their own decisions.	SA	A	D	SD
12. Student governments are a good "safety valve" but should not have much influence on school policy.	SA	A	D	SD
13. Pupils can be trusted to work together without supervision.	SA	A	D	SD
14. If a pupil uses obscene or profane language in school, it must be considered a moral offense.	SA	A	D	SD
15. If pupils are allowed to use the lavatory without getting permission, the privilege will be abused.	SA	A	D	SD
16. A few pupils are just young hoodlums and should be treated accordingly.	SA	A	D	SD
17. It is often necessary to remind pupils that their status in school differs from that of teachers.	SA	A	D	SD
18. A pupil who destroys school material or property should be severely punished.	SA	A	D	SD
19. Pupils cannot perceive the difference between democracy and anarchy in the classroom.	SA	A	D	SD
20. Pupils often misbehave in order to make the teacher look bad.	SA	A	D	SD

FORM IV

From the listings below, select the three items you consider the most important. In the spaces provided at the bottom, place in rank order the letters that identify those items, #1 being most important. Select those you consider the three least important and indicate the rank you would assign with #15 being the least important. If there are any items that are not included, please feel free to add these at the bottom and use their letters in your lists.

A. What are the most important roles a classroom teacher in secondary school must fill?

a. cooperating with other teachers

b. helping pupils learn the subject for which the teacher is responsible

c. maintaining school organization and regulations

d. setting a model for pupils

e. teaching pupils self-control and discipline

f. acting as a confidante and counselor

g. teaching pupils to be independent learners

h. helping to promote a positive image of the school for parents and community

i. maintaining control of pupils so that the school program can function

j. helping pupils learn respect for lawful authority

k. helping develop curriculum

l. helping to improve the status of teaching as a profession

m. helping to train new teachers

n. creating enthusiasm for the subject taught

o. helping pupils build a sense of self-worth

p. _____

q. _____

r. _____

Three Most Important	Three Least Important
1. _____	13. _____
2. _____	14. _____
3. _____	15. _____

Name: _____ _____

Please rank order these in the same manner that you did Part A.

B. What are the most important things for a student teacher to learn?

a. understanding personal problems of pupils

b. relating to parents

c. evaluating pupils' work

d. maintaining order in the classroom

e. using innovative teaching methods

f. individualizing instruction

g. knowing the subject matter to be taught

h. conveying information effectively to pupils

i. developing an individual style of teaching

j. maintaining required records

k. getting along with other teachers

l. motivating pupils

m. handling deviant behavior

n. knowing how schools and school systems operate

o. planning for instruction

p._____

q._____

r._____

Three Most Important	Three Least Important
1._____	13._____
2._____	14._____
3._____	15._____

Form V - Supervising Teachers

Please feel free to respond informally to the following questions based on your own spontaneous ideas and reactions.

1. In what ways do you feel that your student teacher has changed most as a result of the student teaching experience?

2. In what ways, if any, does your student teacher now act more "like a teacher" than he/she did previously?

3. What do you consider the critical incidents that have had the greatest effect on bringing about changes in attitudes and behaviors of the student teacher? (Please be specific in describing such incidents.)

Name: _____ Date: _____

4. What persons and/or groups have been most responsible for bringing about changes in the student teacher?

5. As the supervising teacher, how have you conveyed your ideas about what you believe to be effective teaching to your student teacher?

6. Please add any comments about what has happened during the student teaching experience that you think might be relevant but that I have not asked about.

Name:_____ Date:_____

Form V - Student Teachers

Please respond to the questions below as thoughtfully and as frankly as you can. Try to answer each question in sufficient detail so as to present a clear picture of your own ideas, feelings and experiences. Include specific examples that illustrate your responses whenever possible.

1. In what ways do you feel that you have changed most as a result of the student teaching experience?

2. What do you consider to have been the most critical incidents that have affected your attitudes and behaviors as a student teacher? (This is a particularly appropriate question to illustrate with anecdotes.)

3. What persons and/or groups have been most influential during student teaching? In what ways?

Name: _____ Date: _____

4. What do experienced teachers consider to be effective strategies for controlling pupils' behavior in the classroom?

5. How do you feel about the control strategies that you saw used or heard about?

6. In what ways did your supervising teacher convey to you his/her ideas about what he/she considered effective classroom control?

Name: _____ Date: _____

7. How satisfying do you now think teaching will be for you? Explain your answer in terms of what you feel are the assets and liabilities of being a teacher.

8. If a student who was preparing to student teach came to you for advice about how to "survive" in student teaching, what would you suggest?

PLEASE RETURN THIS FORM WITH YOUR LAST LOG WHEN YOU ATTEND OUR FINAL MEETING ON WEDNESDAY, MAY 21, 1975.

Name:_____ Date:_____

Form VI - Student Teachers

How do you rate your present ideas in relation to each of the items below as compared to the ideas you had when you started student teaching?

Next to each item place the number that best represents the opinion you now hold as compared to that previously held:

5 - much more/better 4 - somewhat more/better 3 - about the same
2 - somewhat less/worse 1 - much less/worse

___ a. teachers' rights and privileges
___ b. teachers' commitment to helping pupils
___ c. teachers' interest in subject taught
___ d. pupils' interest in subject matter
___ e. teacher flexibility in the classroom
___ f. authority of administrators in the school
___ g. teachers' relations with administrators
___ h. teachers' concerns with maintaining order
___ i. difficulty of maintaining classroom control
___ j. importance of getting along with other teachers
___ k. experienced teachers' attitudes toward student teachers
___ l. degree of freedom in decision-making for student teachers
___ m. degree of freedom in decision-making for experienced teachers
___ n. commitment of teachers to improving methodology
___ o. interest of teachers in curriculum development
___ p. influence of type of class on teachers' behaviors
___ q. importance of school regulations about maintaining records
___ r. my own confidence in my ability to help students learn
___ s. personal feelings of satisfaction in teaching
___ t. effectiveness of supervising teacher in helping me to learn
___ u. teachers' competence in subject matter
___ v. importance of maintaining a time schedule
___ w. administrators' concern for problems of teachers
___ x. teachers' professionalism
___ y. methods used by teachers to maintain classroom control
___ z. value of student teaching experience in helping me to understand how schools function

STUDENT TEACHING LOGS - A SHARING OF EXPERIENCE

A well-kept log can be of value in a variety of ways: first, the log provides a means of carrying on a running dialogue between us; second, as you record your experiences and reactions, you will have the opportunity to rethink what is happening and what you are learning about becoming a teacher; third,the logs will provide both extensive and intensive views of the student teaching experience that any one participant involved in teacher education is normally unable to get.

I can assure you that your logs -- what you record about schools, school life, and people -- will in no way reflect on the evaluation you receive for student teaching. Logs will not be read by any college or school personnel associated with the student teaching program.

It is important that your observations be recorded daily, so as to reflect what is happening on a progressive basis and to avoid an end-of-the-week rush that would not provide you with the insights that might otherwise emerge. I suggest that you try to record between one and two pages each day. Please note that there are two types of guide sheets provided for each week:

(1) The first form will be the same for each of the ten weeks and you may record directly on it.

(2) The second guide is different for each week and your responses to it will comprise much of your daily recording.

Feel free to go beyond those questions suggested by the guide sheets. Using anecdotes can be very helpful as can brief specific examples taken from your daily life in the school.

Please mail a completed weekly log each Friday in the stamped envelopes provided for your convenience.

STUDENT TEACHING LOGS

Weekly Summary

I. List and describe briefly:

a. experiences working with pupils:

teaching? number of lessons? types of teaching?

other types of work with pupils? (e.g., tutoring, small groups, extracurricular activities?)

b. observations:

of whom? number? types?

c. conferences:

with supervising teacher: number? duration? content?

II. What other experiences are you having that are helping you to learn about becoming a teacher?

Name_____ Week_____

STUDENT TEACHING LOG

Suggested Guides for Recording

Week One

1. What are your first impressions of:
   the school?
   the supervising teacher?
   other members of the staff?
   administrators?
   pupils?
2. Anything else interesting about your first week?
3. How do you feel about this first week?

Week Two

1. How does this school compare to the one you went to?
2. Have there been any surprises in the experience so far?
3. Have there been any incidents that you would consider represented a problem in the classroom? If so, how was/were the problem(s) handled? What are your feelings about the problems and how they were handled?

Week Three

1. How are your first impressions holding up?
2. What have been your most interesting experiences so far?
   most exciting?
   most satisfying?
   most frustrating?

Week Four

1. How closely does the reality of the school fit what you had anticipated?
2. Have you started to (or do you) feel "like a teacher?" Why or why not? Recording some type of anecdote might help to clarify.
3. How are you as a student teacher learning to become a teacher? (You might include through whom and in what situations.)

Week Five

1. What problems seem to concern the teachers with whom you are working?
2. What do they do about their concerns?
3. How do you feel about what teachers consider to be problems?
4. Any "crisis" in your own situation? Elaborate.

Week Six

1. How would you now describe the general atmosphere/climate of the school?
2. What do you think the teachers in the school feel about:
   each other?
   the administrators?
   the pupils?
   parents?
   In each case, what are some bases for your ideas?
3. What do you think the teachers think of student teachers? What gives you this impression?

Week Seven

1. Do you think that you have changed? How? Explain.
2. How would you explain the reasons for changes that have occurred?
3. Have you been surprised by any attitudes and values displayed by teachers? Elaborate.

Week Eight

1. Considering what you thought should be the objectives of the student teaching experience, how well has the experience met your objectives? Explain.
2. What are teachers' chief satisfactions? dissatisfactions?
3. How have you learned about these?

Week Nine

1. With only one more week left, what do you think you have not learned that you should have? Why is this so?
2. What kinds of experiences have been the most valuable? Why?
3. Is teaching what you thought it was? Explain.
4. Are schools what you thought they were? Explain.

Week Ten

1. As a result of this experience, do you think teaching is for you? Explain.
2. What do you think are the most important things you have learned?
3. How have you learned whatever it is that you have learned?
4. How are you different? Explain.